

# Supplemental Aids for STAAR, STAAR Spanish, STAAR L, and STAAR A: What's Allowed and What's Not?



**Student Assessment Division**  
**November 2014**

# Disclaimer

---

- These slides have been prepared and approved by the Student Assessment Division of the Texas Education Agency.
- If any slide is amended or revised for use in local or regional trainings, please remove the TEA footer at the bottom of the slide.

# Supplemental Aids

## Description of Accommodation

Supplemental aids are paper-based resources that assist a student with a disability in recalling information.

## Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

## Student Eligibility Criteria

A student may use this accommodation if he or she

- receives special education services **or** receives Section 504 services as a student identified with dyslexia or a related disorder per TEC §38.003,
- routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and
- has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as nondisabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.

# Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision should be made by the ARD committee in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the ARD committee, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.



## Examples/Types

- **ONLY** the supplemental aids described in the Supplemental Aids document are allowed for eligible students.
- Examples of allowable supplemental aids with different formats are provided on the following slides. Other formats are allowed as long as they follow the description of the aid in the Supplemental Aids document.
- No accommodation request form is required. In addition, a district may not request the use of supplemental aids not listed as allowable in the Supplemental Aids document.

# All Subjects: Mnemonic Devices

A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym should be used. The subject-specific words that the mnemonic represents are **NOT** allowed.



**PEMDAS**

or

Please Excuse  
My Dear Aunt  
Sally



**DMSB**

or

Dad Mother  
Sister  
Brother



**KPCOFGS**

or

King Phillip  
Came Over  
For Good  
Spaghetti

# All Subjects: Mnemonic Devices

A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym should be used. The subject-specific words that the mnemonic represents are **NOT** allowed.



Parentheses  
Exponents  
Multiplication  
Division  
Addition  
Subtraction



Divide  
Multiply  
Subtract  
Bring down

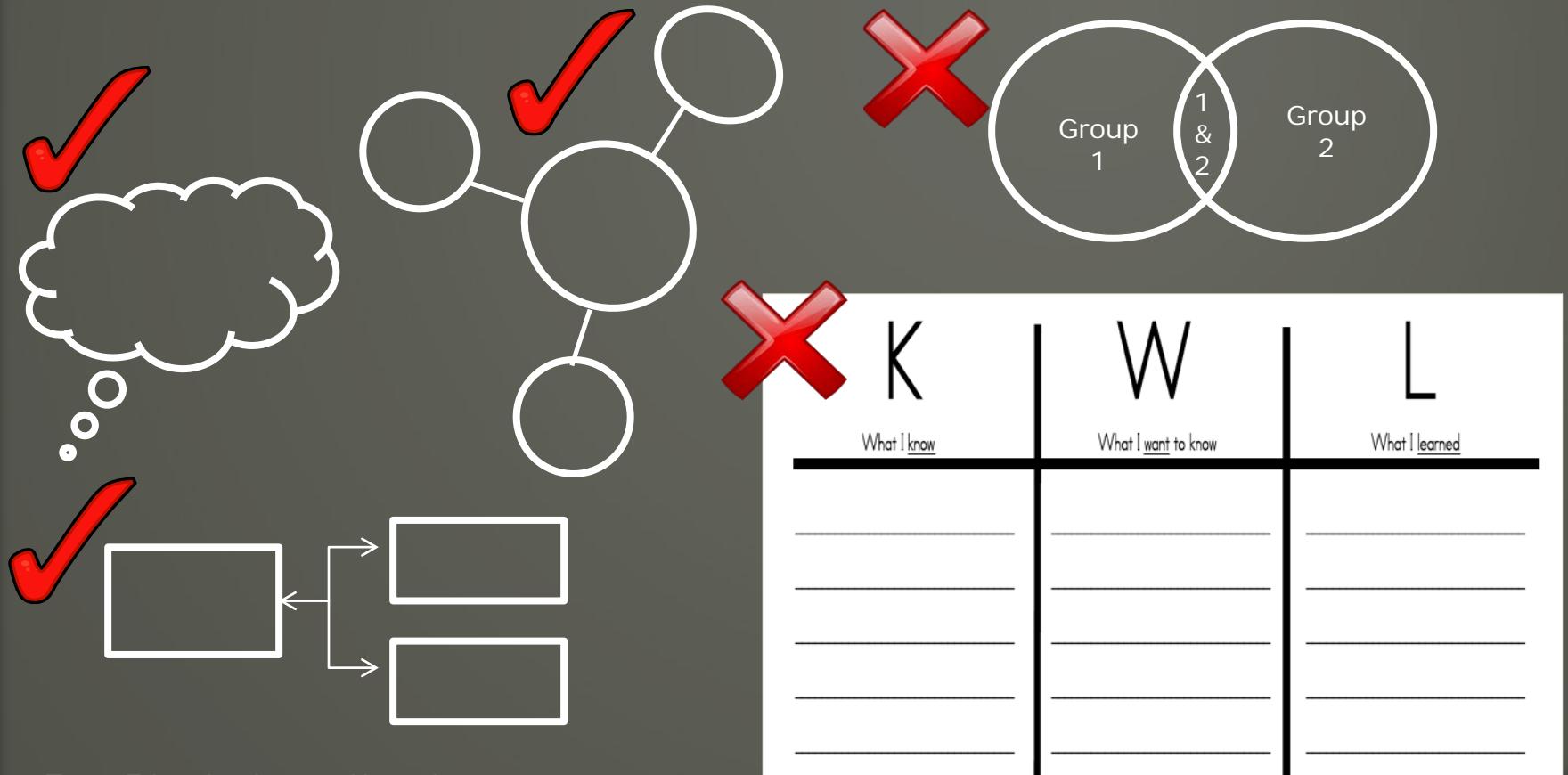


Kingdom  
Phylum  
Class  
Order  
Family  
Genus  
Species



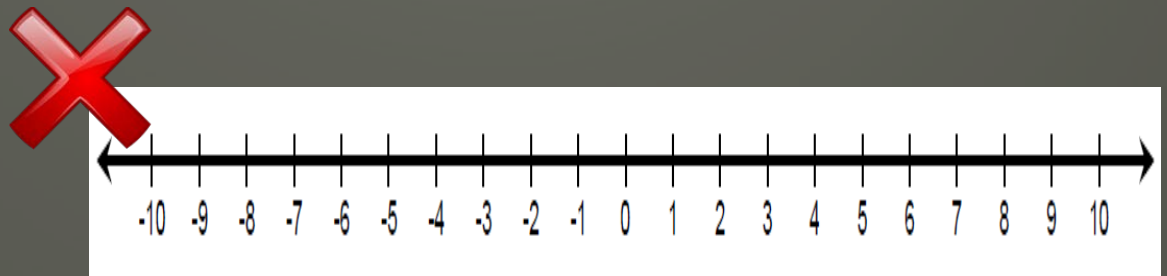
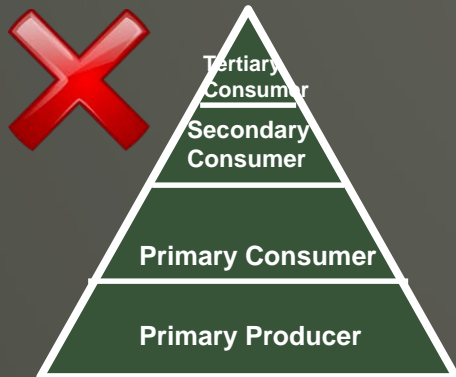
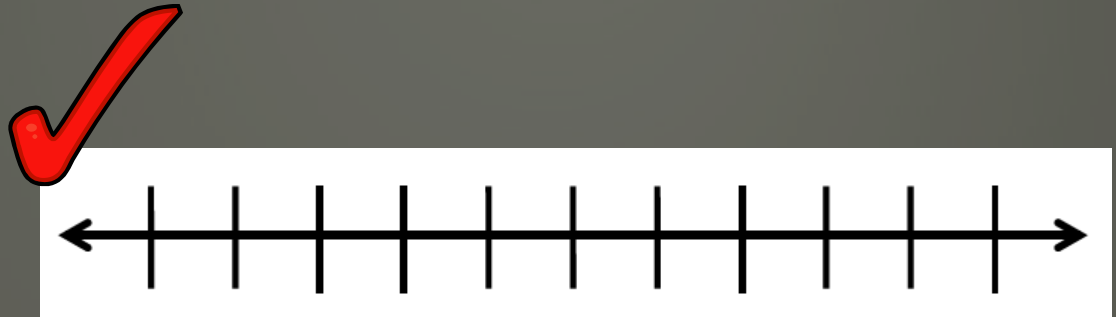
# All Subjects: Blank Graphic Organizers

Blank graphic organizers may be used. Blank graphic organizers should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.



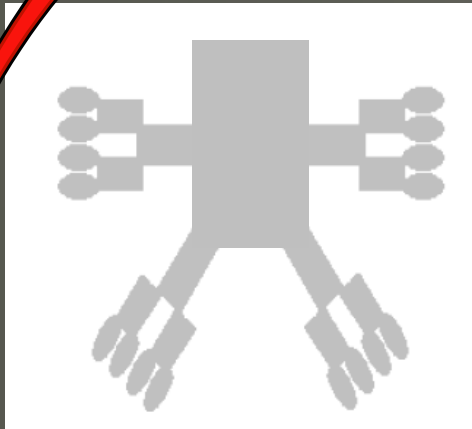
# All Subjects: Blank Graphic Organizers

Blank graphic organizers may be used. Blank graphic organizers should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.

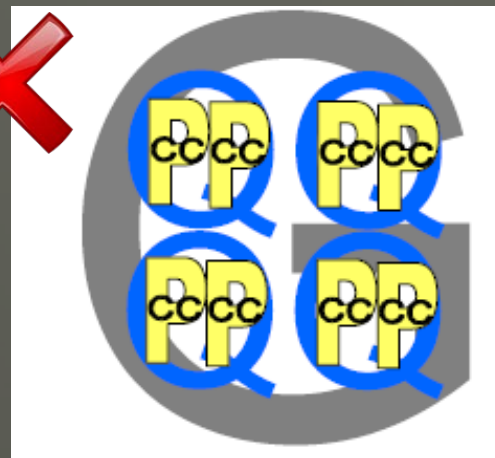
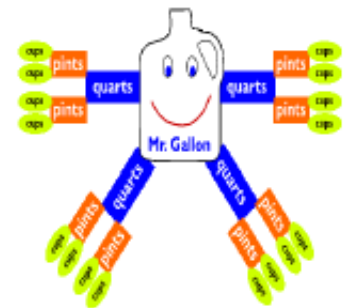


# All Subjects: Blank Graphic Organizers

Blank graphic organizers may be used. Blank graphic organizers should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.



Mr. Gallon Display



# Mathematics: Addition Charts

Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may only be numbered 0 through 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is **NOT** allowed.



+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10



+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10



$1 + 1 = 2$   
 $2 + 2 = 4$   
 $3 + 3 = 6$   
 $4 + 4 = 8$   
 $5 + 5 = 10$   
 $6 + 6 = 12$   
 $7 + 7 = 14$   
 $8 + 8 = 16$   
 $9 + 9 = 18$   
 $10 + 10 = 20$

# Mathematics: Multiplication Charts

Multiplication charts may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Each axis may only be numbered 0 through 12. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is **NOT** allowed.



X	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25



$1 \times 0 = 0$	$2 \times 0 = 0$
$1 \times 1 = 1$	$2 \times 1 = 2$
$1 \times 2 = 2$	$2 \times 2 = 4$
$1 \times 3 = 3$	$2 \times 3 = 6$
$1 \times 4 = 4$	$2 \times 4 = 8$
$1 \times 5 = 5$	$2 \times 5 = 10$
$1 \times 6 = 6$	$2 \times 6 = 12$
$1 \times 7 = 7$	$2 \times 7 = 14$
$1 \times 8 = 8$	$2 \times 8 = 16$
$1 \times 9 = 9$	$2 \times 9 = 18$



X	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

# Mathematics: 100 Chart

A 100 chart may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Mathematics: Place Value Chart

A place value chart may be used. Words for place value labels, commas, and a decimal point are allowed only if they are grade-appropriate. For example, the word “hundredths” may be used at grade 4 and above, but the fraction “1/100” cannot be included. Including numbers as specific examples is **NOT** allowed.



ten thousands	thousands	hundreds	tens	units	.	tenths	hundredths	thousandths



ten thousands	thousands	hundreds	tens	units	.	tenths	hundredths	thousandths
			7	1	.	2		

# Mathematics: Pictorial Models of Fractions

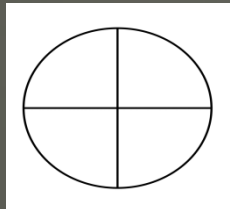
Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should **NOT** show equivalencies (e.g.,  $1/2 = 2/4 = 0.5 = 50\%$ ) or a cumulative sequence (e.g.,  $1/4, 2/4, 3/4, 4/4$ ).



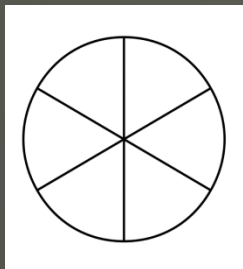
Thirds



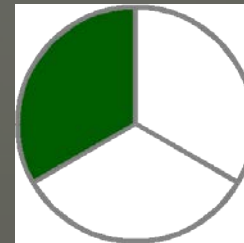
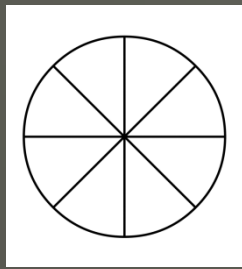
Fourths



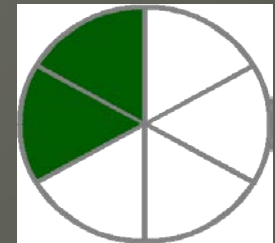
Sixths



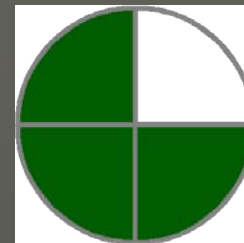
Eighths



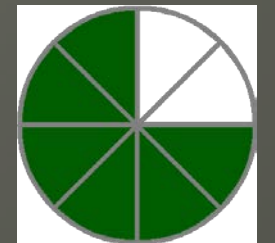
$1/3$



$2/6$



$3/4$

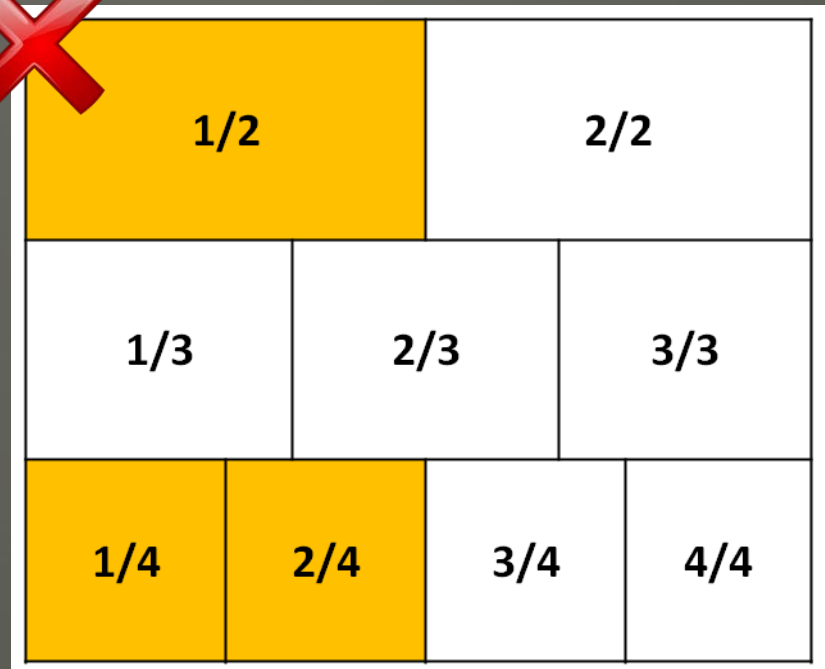
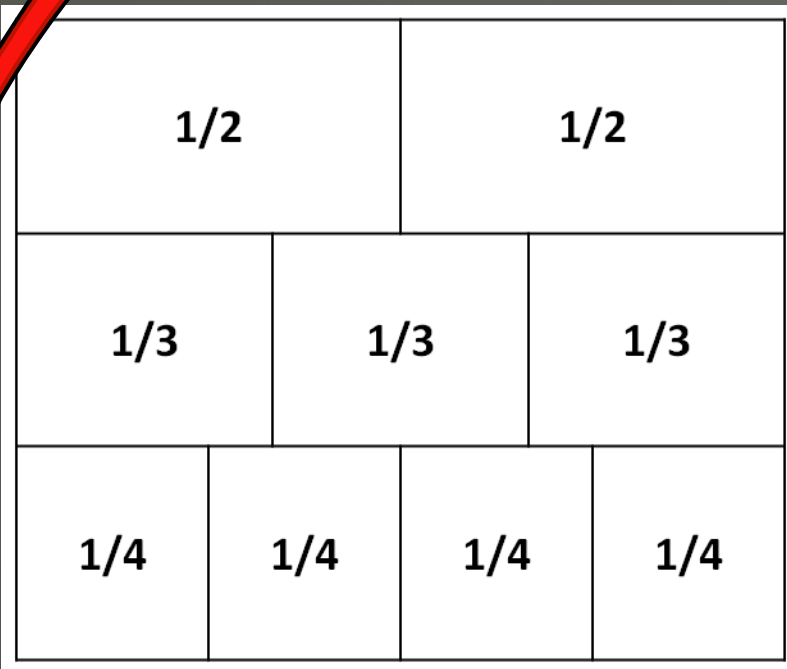


$6/8$



# Mathematics: Pictorial Models of Fractions

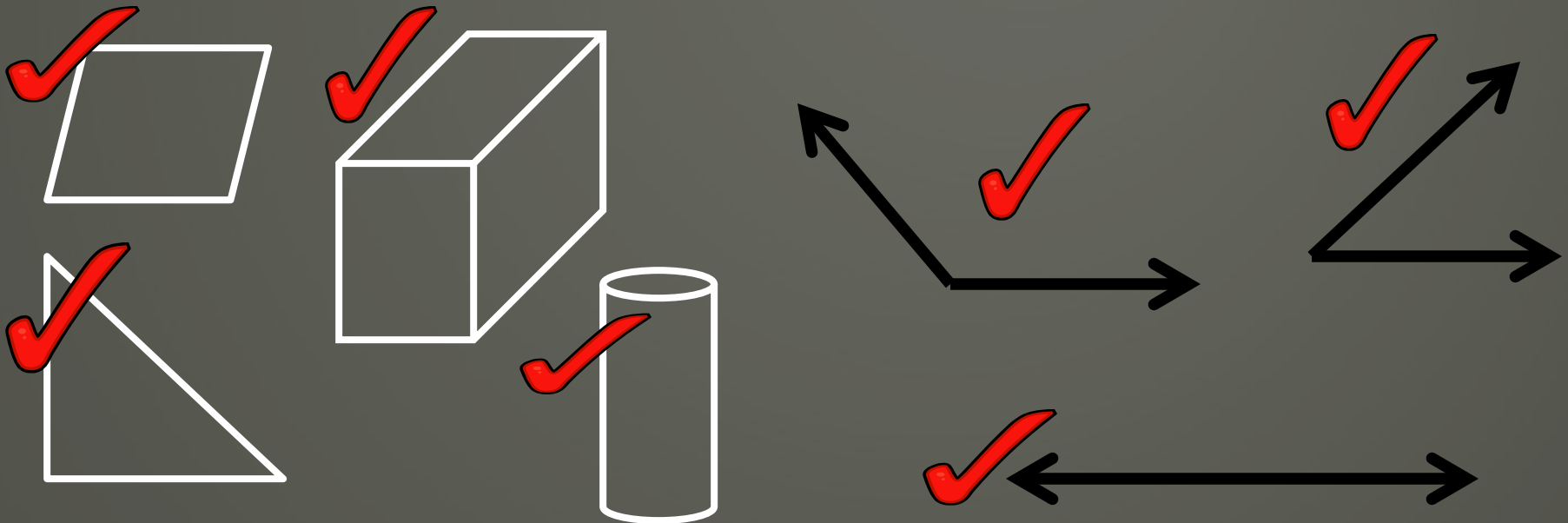
Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction, but they should **NOT** show equivalencies (e.g.,  $1/2 = 2/4 = 0.5 = 50\%$ ) or a cumulative sequence (e.g.,  $1/4, 2/4, 3/4, 4/4$ ).



# Mathematics:

## Pictorial Models of Geometric Figures

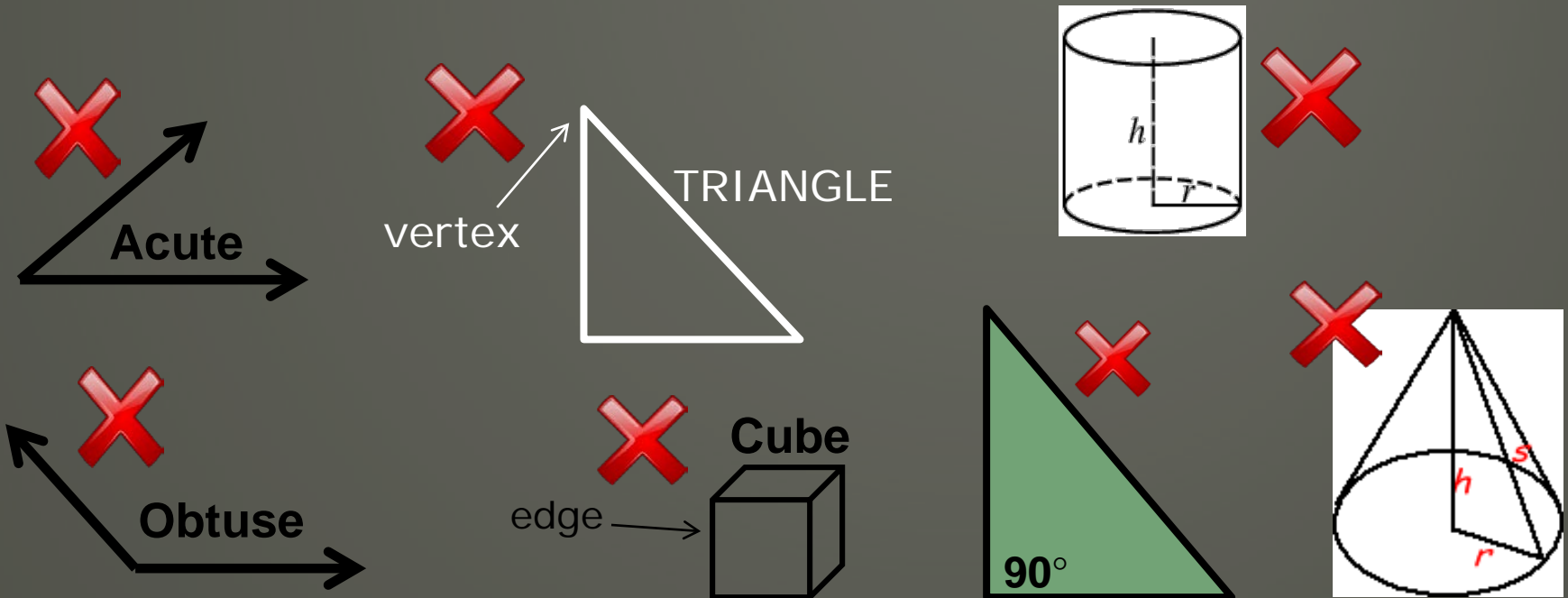
Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



# Mathematics:

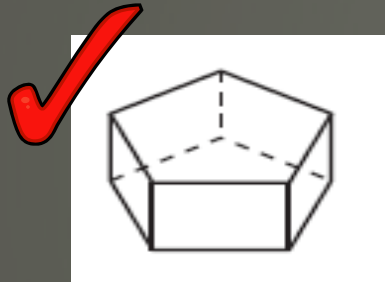
## Pictorial Models of Geometric Figures

Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.

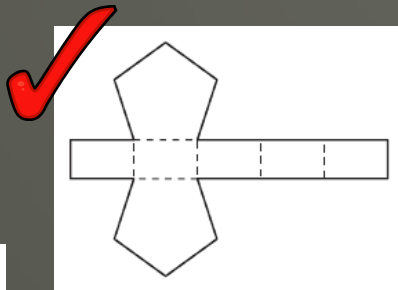


# Mathematics: Pictorial Models of Geometric Figures

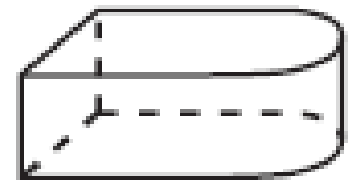
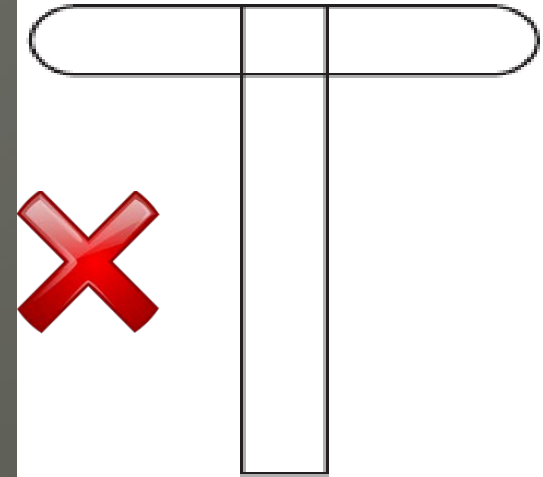
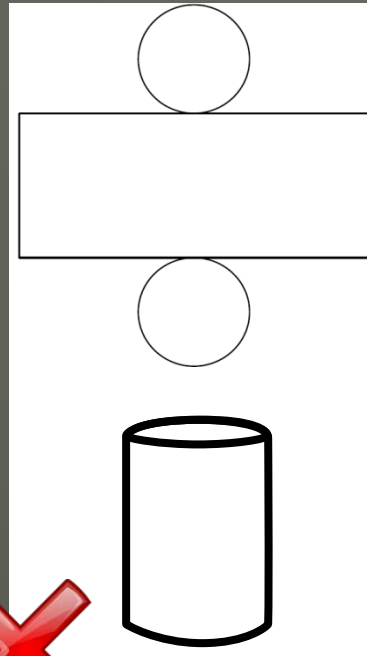
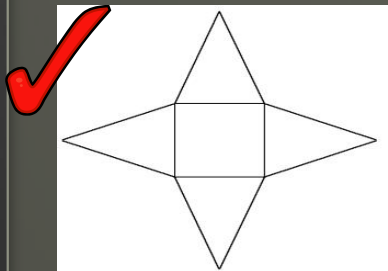
A pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms.



OR



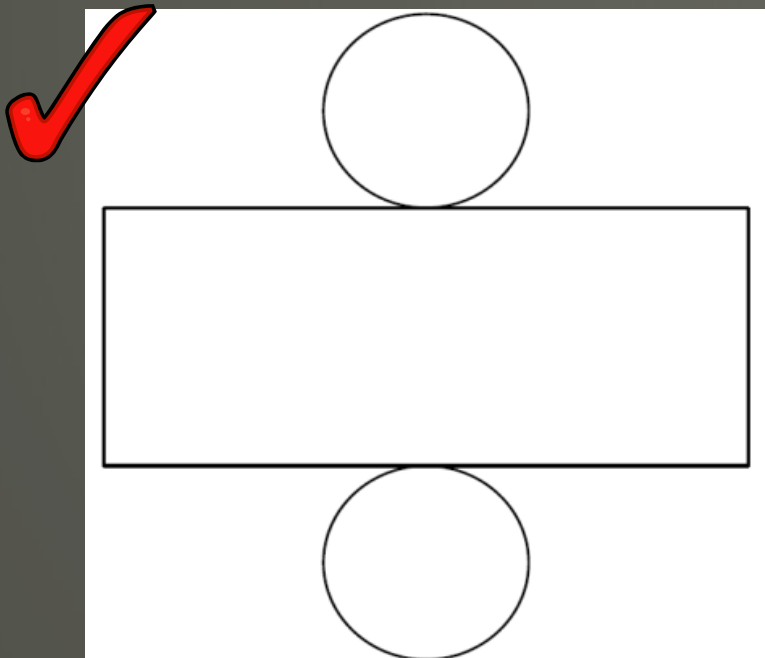
OR



# Mathematics: Pictorial Models of Geometric Figures

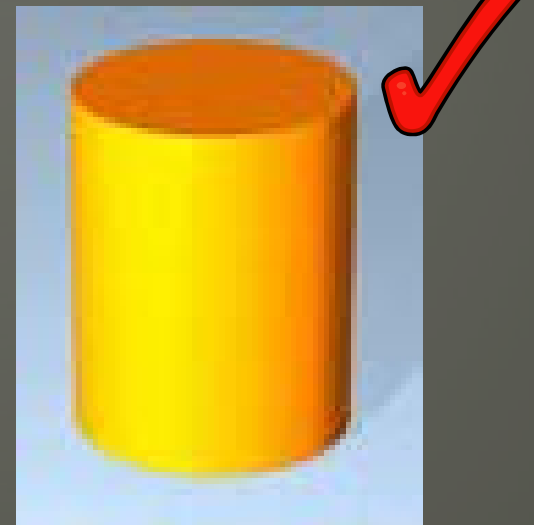
Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

**Pictorial Model**



**OR**

**Manipulative**



# Written Composition: Grammar & Mechanics Rules

A list of grade-appropriate grammar and mechanics rules may be used. The list should **NOT** contain any specific examples.



Rule: A singular subject takes a singular verb, while a plural subject takes a plural verb.

Rule: When I is one of the two subjects connected by either/or or neither/nor, put it second and follow it with the singular verb am.

Rule: When either and neither are subjects, they always take singular verbs.

Rule: Use a singular verb with sums of money or periods of time.



Rule: A singular subject takes a singular verb, while a plural subject takes a plural verb.

Examples:        *She walks to the store alone.*        *They walk to the mall together.*

Rule: When I is one of the two subjects connected by either/or or neither/nor, put it second and follow it with the singular verb am.

Example:    *Neither he nor I am going to the park.*

Rule: When either and neither are subjects, they always take singular verbs.

Examples:    *Neither of them is able to drive.*        *Either of them is taking the bus.*

Rule: Use a singular verb with sums of money or periods of time.

Examples:    *Two dollars is a small amount of cash.*        *Ten years is a decade.*

# Written Composition: Grammar & Mechanics Rules

A list of grade-appropriate grammar and mechanics rules may be used. The list should **NOT** contain any specific examples.

## PARTS OF SPEECH:



- \*NOUN ..... word that names a person, place, thing, or idea
- \*VERB ..... word that shows action or state of being
- \*ADJECTIVE ..... word that tells what kind, how many, or which one
- \*ADVERB ..... word that tells when, where, how, or how much
- \*PRONOUN ..... word that takes the place of a noun or nouns
- \*CONJUNCTION .... word that connects words or groups of words
- \*PREPOSITION ..... word that shows a relationship between a noun and another word in the sentence

## Parts of Speech



NOUNS – name a person, place, thing, or idea.

Examples: teacher school recess

PRONOUNS – take the place of a noun.

Examples: he she it they

VERBS – show action or state of being.

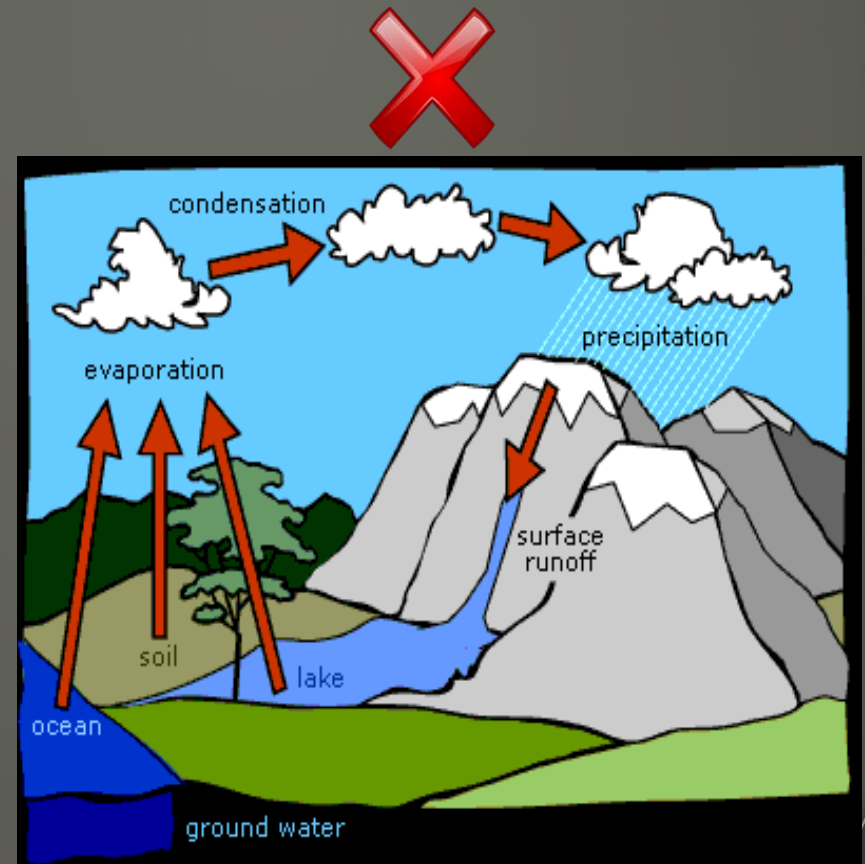
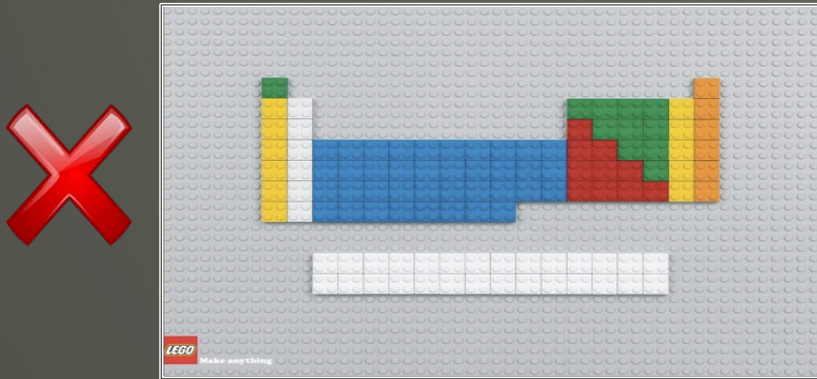
Examples: see run read swim

ADJECTIVES – describe a noun, such as in size, color, and number.

Examples: big bike red car three girls

# Science: Graphics

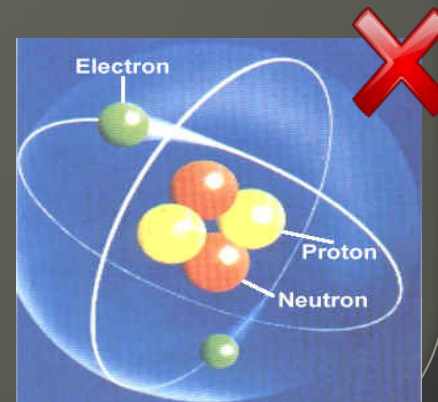
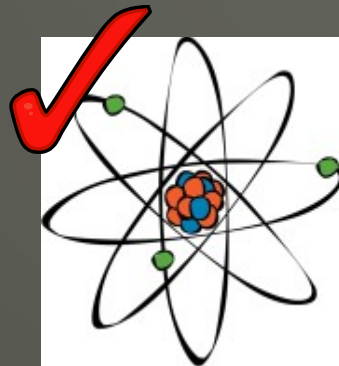
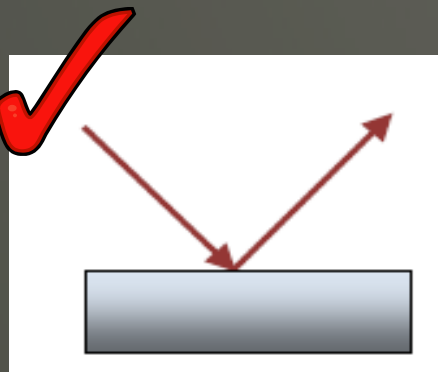
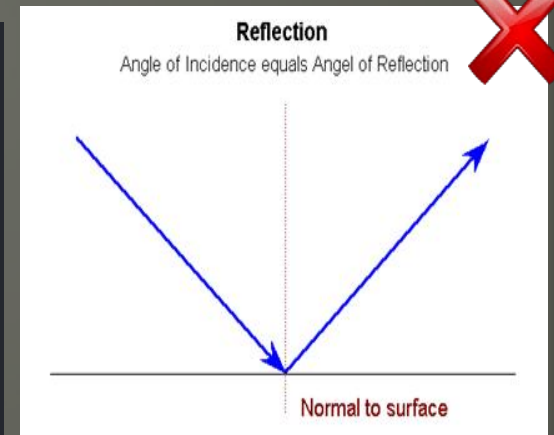
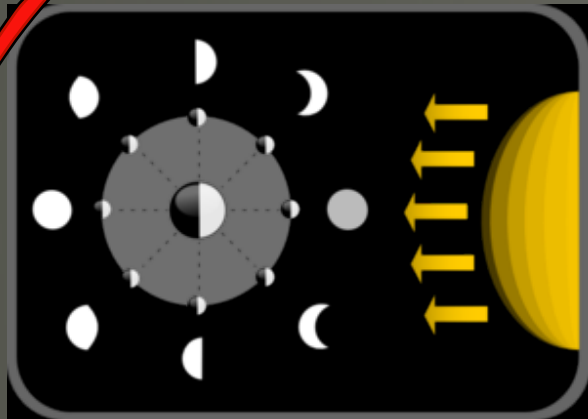
Graphics of scientific concepts may be used. The graphics should **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.





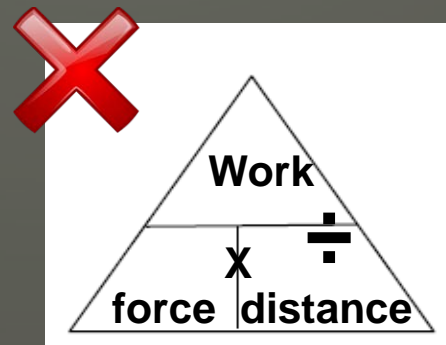
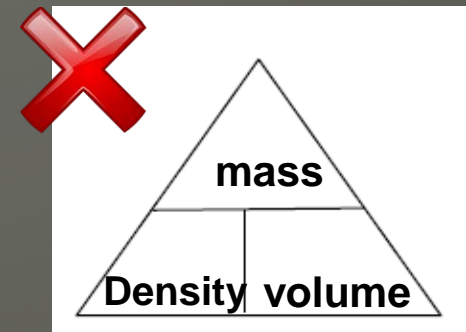
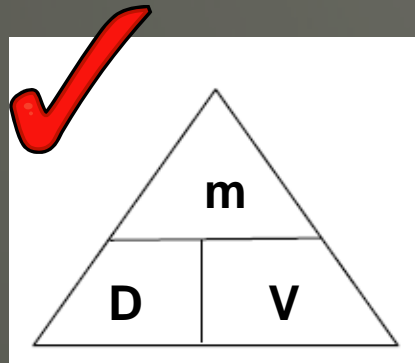
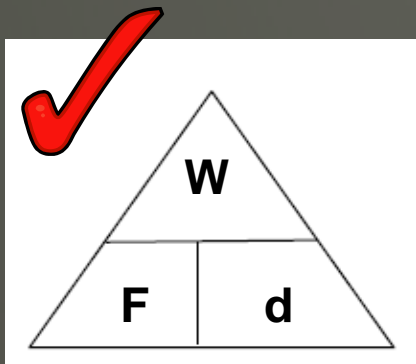
# Science: Graphics

Graphics of scientific concepts may be used. The graphics should **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



# Science: Formula Triangles

Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables  $m$ ,  $D$ , and  $V$ . Symbols for mathematical operations (e.g.,  $\times$ ,  $\div$ ) are **NOT** allowed.



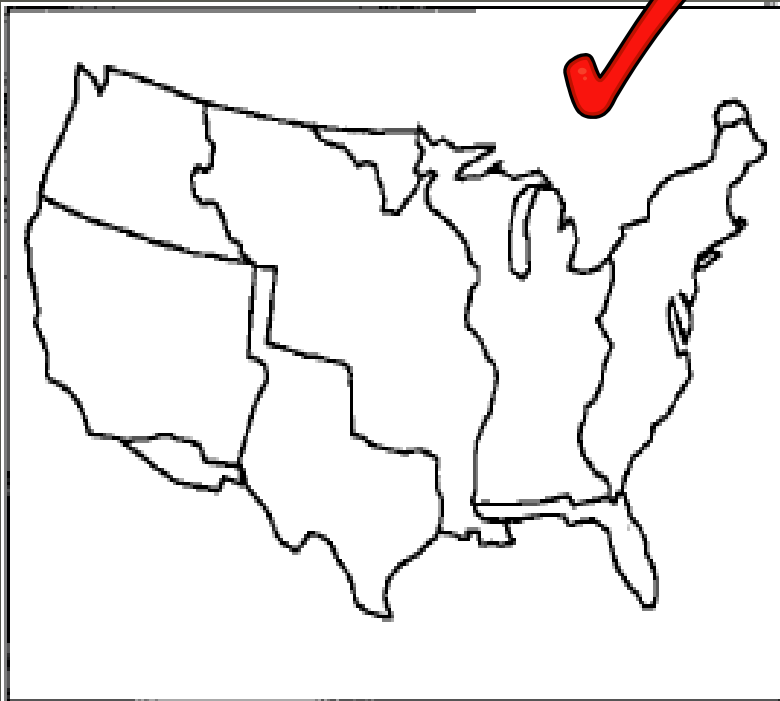
# Social Studies: Blank Maps

Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.



# Social Studies: Blank Maps

Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.



# Social Studies: Blank Maps

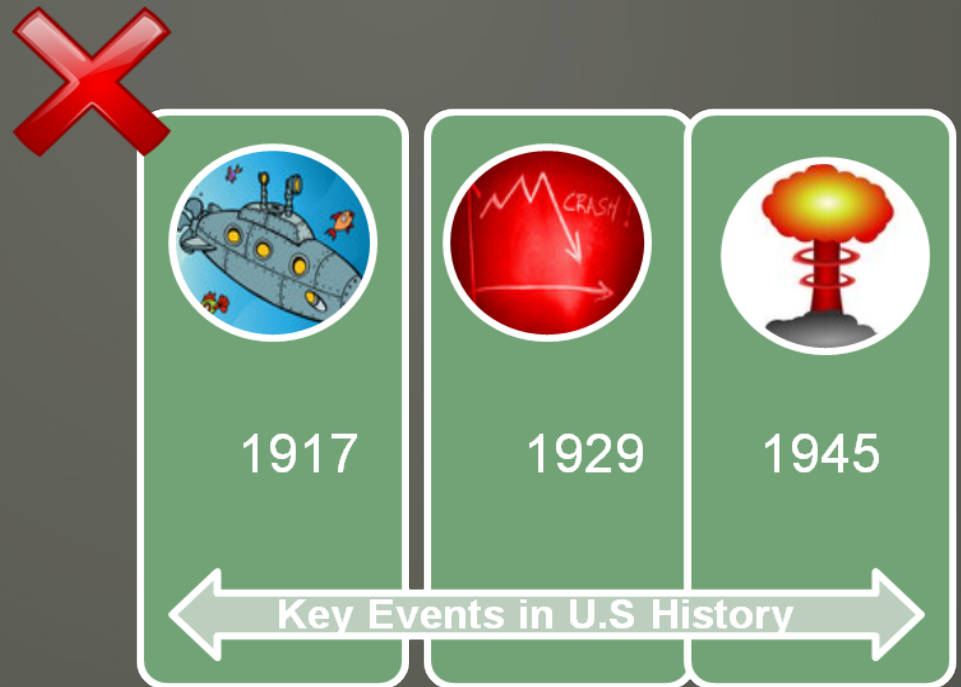
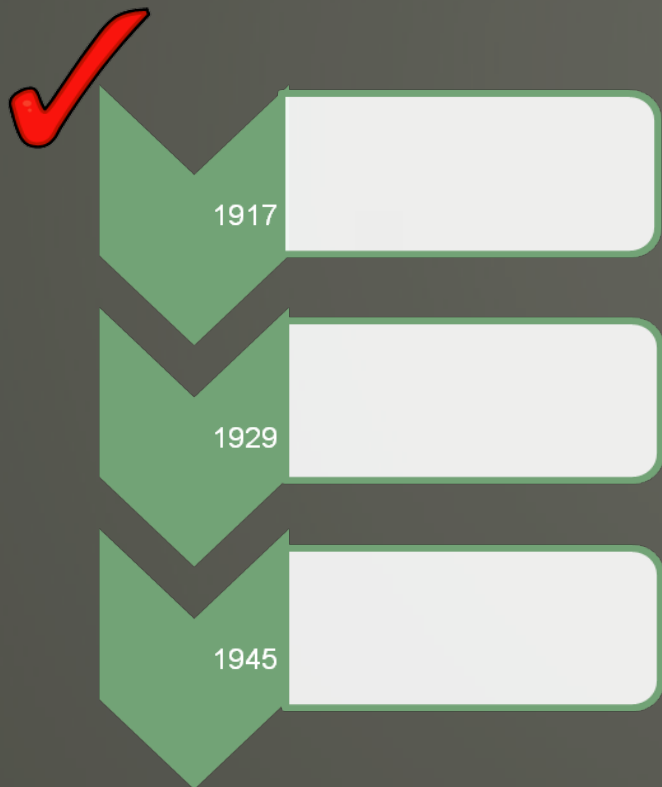
Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.





# Social Studies: Timelines

Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is **NOT** allowed.



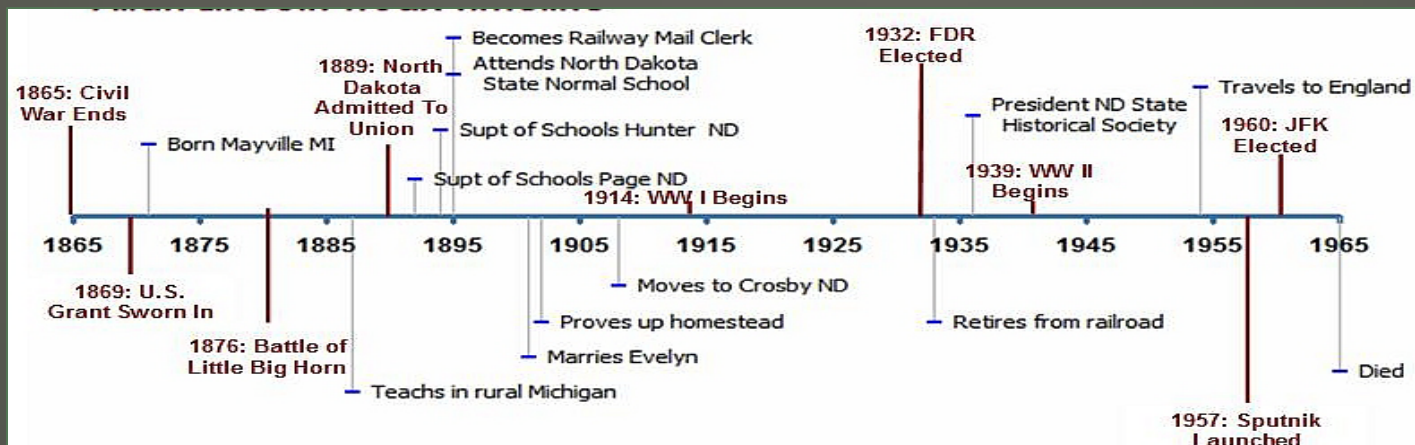
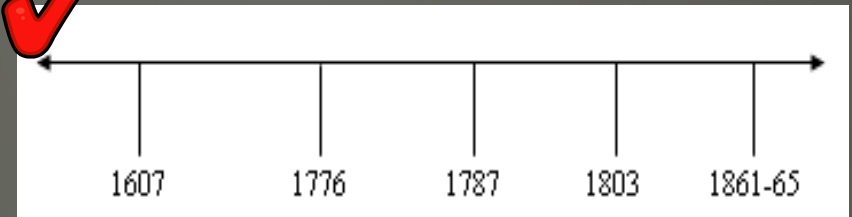
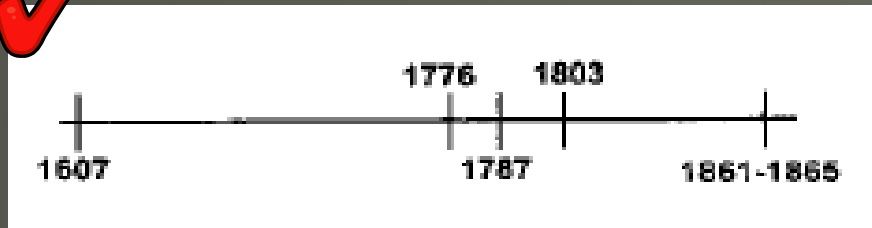
# Social Studies: Timelines

Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is **NOT** allowed.



# Social Studies: Timelines

Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is **NOT** allowed.





## Special Instructions/Considerations

- A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- Supplemental aids can be provided in the language that is most appropriate for the student.
- Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.

## Special Instructions/Considerations

- Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
- Using a supplemental aid as an accommodation during classroom instruction and testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
- Supplemental aids, like all accommodations, should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

## Special Instructions/Considerations

- The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
  - Remember... if the student is eligible for an Oral Administration, the test administrator may read aloud the student's supplemental aid if needed.
- The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
- If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

# TEA Contact Information

---

## ● Student Assessment Division

- 512-463-9536
- [Test.accommodations@tea.state.tx.us](mailto:Test.accommodations@tea.state.tx.us)